

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



**Grade 3 Health**

(Revised December 2020)

BOE Approved March 2021

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

### **Health Education Grade 3**

Third grade health will provide students the opportunity to explore, create, practice and reflect to better understand what it means to be socially, emotionally and physically healthy. Students will learn the importance of healthy communication as a means of self advocating as well as advocating for others in need. The course is broken into two large units. The first unit addresses the social and emotional aspect of wellness and the second focuses on physical health and self-management. Unit 1 topics include personal safety relating to in-person relationships, the relationship with self and online-only friends; decision making; conflict resolution (including bullying). Unit 2 topics include disease prevention and allergy care; respiratory health; the importance of physical activity in our everyday life; the dangers of smoking and chewing tobacco; nutrition and food safety; and environmental health and awareness.

## Pacing Guide

Each class currently meets once every 6 days for 30 minutes, and students will receive approximately 30 sessions during the school year. A suggested progression is outlined below.

<b>Session #</b>	<b>Unit #</b>	<b>Lesson Title</b>
1-3	1	Decision Making for Personal Safety
4-6	1	Relationship Management
7-9	1	Self Esteem
10-12	1	Self Advocacy / Conflict Resolution
13-15	1	Cyber Safety
16-18	2	Disease Prevention
19-21	2	Respiratory System
22-24	2	Drug Abuse Prevention - Smoking
25-27	2	Nutrition
28-30	2	Environmental Health

**Stage 1 Desired Results**

<p><b>ESTABLISHED GOALS</b></p> <p><b>Standard 4:</b> Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.</p> <p><b>Standard 5:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 7:</b> Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family, and community health.</p> <p><b>CT Sexual Health Education Standards</b></p> <p><b>Standard 1 -</b> Students will comprehend concepts related to physical, mental, emotional, and social development and the impact on self and others.</p>	<i>Transfer</i>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Live a healthy life by making safe choices and decisions regarding relationship management, self esteem, decision making; self-advocacy and advocating for others, and cyber safety.</li> <li>● Participate in safe activities that promote wellness throughout life.</li> </ul>	
	<i>Meaning</i>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● We all deserve to be respected, feel safe and comfortable in all our relationships in person and online.</li> <li>● In order to have healthy relationships with others, we must first have a healthy self-esteem.</li> <li>● Communicating our feelings and asking for help when needed is important to our social, emotional and physical wellbeing.</li> <li>● Students' bodies are their own and they always have a right to say no to ANY situation or person that makes them feel uncomfortable.</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● How can we identify our relationships in person and online as healthy or unhealthy?</li> <li>● What are characteristics of positive and low self esteem?</li> <li>● What are skills we can learn to keep safe and healthy around grown ups and peers?</li> <li>● What is a trusted adult, and who are trusted adults in my life?</li> <li>● Who could I go to for support when I need help?</li> </ul>	

<p><b>Standard 3:</b> Students will demonstrate the ability to practice health-enhancing behaviors to avoid and reduce sexual health risks.</p>	<ul style="list-style-type: none"> <li>● Assertive communication is essential when advocating for yourself or others.</li> </ul>	<ul style="list-style-type: none"> <li>● What skills are needed in order to assert for oneself?</li> </ul>
<b>Acquisition</b>		
<p><b>Standard 5:</b> Students will demonstrate the ability to use interpersonal communication skills to avoid or reduce health risks and contribute to sexual health.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.3.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><a href="#">CCSS.ELA-LITERACY.SL.3.4</a> Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p>	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>● how to make health decisions and when to seek help with those decisions.</li> <li>● how to explain the ways that rules make the classroom, school and community safer.</li> <li>● how to describe self esteem and explain why a positive self esteem is important to a healthy you.</li> <li>● how to identify what influences both positive and low self esteem.</li> <li>● how to identify examples of personal information that should never be shared online.</li> <li>● how to stay cybersafe.</li> <li>● how everyone deserves to feel respected, and safe.</li> </ul>	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> <li>● Identifying trusted adults and professionals who can help with health related decisions.</li> <li>● Demonstrating healthy ways to express needs, wants, feelings, as well as listening skills to enhance health.</li> <li>● Demonstrating ways to respond to unwanted, threatening, or dangerous situations.</li> <li>● Articulating influences of both positive and low self esteem.</li> <li>● Recognizing safe and unsafe online situations.</li> <li>● Demonstrating how to stay safe when exploring the internet and communicating online.</li> <li>● Demonstrating 5 steps to being a super upstander for themselves and others.</li> </ul>

**Stage 2 – Evidence**

Code	Evaluative Criteria	Assessment Evidence
		<p>PERFORMANCE TASK(S):  <i>Students will show that they really understand evidence of...</i></p>
T	<ul style="list-style-type: none"> <li>Visual assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal:</b> Students will design a visual representation depicting a trust triangle that will identify at least three safe grow-ups they may access for emotional or social support.  <b>Role:</b> Developers  <b>Audience:</b> Teacher/peers  <b>Situation:</b> Classroom  <b>Products:</b> Visual collage  <b>Success:</b> Completion of the “trust triangle” with at least one grown -up that is not a family member.</li> </ul>
M	<ul style="list-style-type: none"> <li>Students may share their representation with their peers</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will provide feedback</li> </ul>	
T	<ul style="list-style-type: none"> <li>Visual assessment</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal:</b> Students will design an artistic representation depicting all of their positive self traits called the <b>“Me Tree”</b>.  <b>Role:</b> Developers  <b>Audience:</b> Teacher and peers  <b>Situation:</b> Classroom  <b>Product:</b> Visual art project  <b>Success:</b> A complete “Me Tree” including at least 6 positive self traits.</li> </ul>
M	<ul style="list-style-type: none"> <li>Students may share their representation with their peers</li> </ul>	
M	<ul style="list-style-type: none"> <li>Teacher will provide feedback</li> </ul>	
T	<ul style="list-style-type: none"> <li>Teacher will provide immediate feedback in a whole group setting</li> </ul>	<ul style="list-style-type: none"> <li><b>Goal:</b> successfully answer “Talking Safely Online” questions summative assessment  <b>Role:</b> Developer  <b>Audience:</b> Teacher  <b>Situation:</b> Classroom  <b>Product:</b> Completed multiple choice questions  <b>Success:</b> Get at least 4 out of 5 correct</li> </ul>
A	<ul style="list-style-type: none"> <li>Students may engage in whole group discussion as questions arise</li> </ul>	
M	<ul style="list-style-type: none"> <li>Students will earn their Cyber Safety Permit upon completion of the unit.</li> </ul>	



<p>T, M</p> <p>M</p> <p>A, T</p>	<ul style="list-style-type: none"> <li>• Teacher may use dry erase boards for immediate responses from 100% of the class.</li> <li>• Teacher will facilitate acting to keep focus and engagement of all students.</li> </ul>	<p><b>OTHER EVIDENCE:</b>  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p>Exit Slips (Formative assessment):</p> <ul style="list-style-type: none"> <li>• How can our feelings affect our behaviors?</li> <li>• Why can it be helpful to ask for help?</li> <li>• Who are some people you can ask/go to for help?</li> </ul> <p>Cyber Use contract signed by all students</p> <p>Role Plays</p>
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<b>Stage 3 – Learning Plan</b>	
<p><b>Code</b></p>	<p><b><i>Pre-Assessment</i></b></p>
<p><b>A, M</b></p>	<p>Students will have successfully completed the first 6 lessons from the Safer, Smarter Kids curriculum in K-2, as evidenced by a brief matching activity on day one.</p>
<p><b>A, M</b></p>	<p>When prompted with an essential question, students will participate in a turn and talk and whole group discussion of prior knowledge relevant to the new topic.</p>

	<p>Summary of Key Learning Events and Instruction  <i>Student success at transfer meaning and acquisition depends on...</i></p> <p><b>Personal Safety (We Care and SSK Curriculum):</b></p> <ul style="list-style-type: none"> <li>● Students will create a <b>Safe Space</b> Hand Contract as we establish classroom expectations.</li> <li>● Students will watch a video to help recall prior knowledge of 6 safety tools.</li> <li>● Students will complete a matching activity to reinforce the <b>6 safety tools</b>.</li> <li>● Students will use their “safety goggles” to spy unsafe situations in the schoolyard.</li> <li>● Students will view a video and be challenged to recall 3 requirements of a “<b>grown up buddy</b>”.</li> <li>● Students will work in small groups; read a situation and determine if grown up help is needed; why and how can the grown up help; present findings to peers.</li> </ul> <p><b>Relationships:</b></p> <ul style="list-style-type: none"> <li>● Students will brainstorm <b>types of</b> relationships.</li> <li>● Students will sort relationship behaviors into safe or unsafe categories.</li> <li>● Students will listen to a read-aloud of “Stand Tall Molly Lou Melon” or other related title to better understand the concept of <b>self-esteem</b>.</li> <li>● Students analyze the main character in small groups by assigning character traits that best describe Molly.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher will record expectations onto paper as students discuss openly.</li> <li>● Teacher will provide SSK video and visual aid on wall.</li> <li>● Teacher will provide SSK “schoolyard” on interactive SmartBoard</li> <li>● Teacher will provide the SSK video and facilitate discussion; writing students responses on the board.</li> <li>● Teacher will provide list of emotions, “<b>How would I feel?</b>” <b>situations</b>, and facilitate whole group discussion.</li> <li>● Teacher will provide place cards and behavior cards; guide whole group conversation</li> <li>● Teacher reads the story and uses guiding questions to help students define self-esteem.</li> <li>● Teacher will provide students with a list of character traits from which to choose.</li> </ul>
M, A		
T		
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A, T	<ul style="list-style-type: none"> <li>Students will brainstorm strategies for improving or maintaining a healthy self-esteem.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will generate a list of tools and strategies for students.</li> </ul>
M, A	<p><b>Cyber-Safety: (Safer Smarter Kids Curriculum)</b></p> <ul style="list-style-type: none"> <li>Students will view <b>SSK</b> video and recall 4 rules for the Cyber Highway. (or related video).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will provide video and write rules on the Smartboard as students recall them.</li> </ul>
A, T	<ul style="list-style-type: none"> <li>Students will practice applying these rules with given scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher provides the scenarios.</li> </ul>
A	<ul style="list-style-type: none"> <li>Students will sign a contract promising to abide by the 4 <b>Cyber Highway Rules</b></li> </ul>	<ul style="list-style-type: none"> <li>Teacher will email the Cyber Highway Contract to families via the Parent Portal in advance in an effort to include and engage families in this important safety skill.</li> </ul>
M	<ul style="list-style-type: none"> <li>Students will create their personal <b>cyber safety learners permit</b>.</li> </ul>	
M, A	<p><b>Conflict Resolution:</b></p> <ul style="list-style-type: none"> <li>Students will participate in an online <b>interactive</b> HealthTeacher.com presentation (or similar content).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will provide the contracts and other class supplies; review the meaning of a contract and assist students with cursive writing skills.</li> </ul>
A, T	<ul style="list-style-type: none"> <li>Students will practice using the <b>4 steps</b> to being a super upstander.</li> </ul>	
A, T	<ul style="list-style-type: none"> <li>Students will watch a <b>video</b> demonstrating the steps to conflict resolution (Brainpopjr.com or similar video).</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will provide access to interactive program and facilitate student participation.</li> </ul>
T	<ul style="list-style-type: none"> <li>Class is divided into 4 groups and must <b>act out</b> given situations demonstrating assertive communication.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will lead whole group practice session.</li> </ul>
	<p><b>Supplemental Self-Guided Remote Learning Activities:</b></p> <ul style="list-style-type: none"> <li><b>Healthy Relationships</b> - “Friendship Soup” Students access lesson from Google Classroom and are invited to launch a Pear Deck interactive lesson, follow prompts to view a video, respond to open ended questions, and draw a picture of their understanding.</li> <li><b>Self Esteem</b> - Students visit a website to listen to or</li> </ul>	<ul style="list-style-type: none"> <li>Teacher will cue video and answer questions.</li> <li>Teacher provides situations and feedback to aid students as they practice being assertive.</li> </ul>

	<p>read an article and then engage in an online self assessment.</p> <ul style="list-style-type: none"><li>● <b>Decision Making</b> - Students are presented with various scenarios on Google Classroom and are invited to make a choice that will help the character feel safe, respected and happy. Students will have the ability to read the responses written by their peers, as well.</li></ul>	<ul style="list-style-type: none"><li>● Teacher prepares the pear deck add-on in a google slide presentation using elements taken from “The NedShow Lesson - Friendship Soup” or similar source content.</li><li>● Teacher provides the links to Kidshealth.org site or similar.</li><li>● Teacher provides the scenario with guiding thoughts presented in a google slide presentation.</li><li>● Teacher will monitor the comments providing feedback to ensure lesson-focused and respectful communication between students.</li></ul>
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## Unit 1 Recommended Resources

### Books:

- [Stand Tall Mary Lou Melon](#)
- [I'm Gonna Like Me - Letting off a Little Self-Esteem](#)

### Videos:

- [Safer Smarter Kids - Trust Triangle Video](#)
- [Safer Smarter Kids - Tool belt Review Video](#)
- [Friendship Soup](#)
- [Safer Smarter Kids - CyberSafety Video](#)
- [BrainPopjr.com](#)
  - Friends
  - Conflict Resolution
- **Health for Children Video Series (NMPS owns this video collection and is located in the SNIS health classroom)**
  - Stay Safe: Cyberspace
  - Decisions and Conflicts

<p>ESTABLISHED GOALS</p> <p><b>Standard 1:</b> Students will comprehend concepts related to health promotion and disease prevention to enhance health.</p> <p><b>Standard 4:</b> Students will analyze the influence of family, peers, culture, media, technology and other factors on health.</p> <p><b>Standard 6:</b> Students will demonstrate the ability to use decision-making skills to enhance health.</p> <p><b>Standard 8:</b> Students will demonstrate the ability to advocate for personal, family and community health.</p> <p><b>Standard 14:</b> Students will choose physical activity for health, enjoyment, challenge, self-expression and/or social interaction to sustain a physically active lifestyle.</p>	<b>Transfer</b>	
	<p><i>Students will be able to independently use their learning to...</i></p> <ul style="list-style-type: none"> <li>● Live a healthy life by making safe choices and decisions regarding disease prevention, healthy eating and food safety; drug abuse prevention and the dangers of smoking; physical activity and respiratory health; and environmental health.</li> <li>● Participate in activities that promote wellness throughout life.</li> </ul>	
	<b>Meaning</b>	
<p><b>UNDERSTANDINGS</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>● The human body has many natural ways to protect us from germs, but we still have to make safe choices to prevent many diseases.</li> <li>● The function of the immune system .</li> <li>● Pathogens can hide in our foods if we do not handle and store foods safely.</li> <li>● The respiratory and circulatory systems are interdependent on one another.</li> <li>● Choosing foods from all five foods</li> </ul>	<p><b>ESSENTIAL QUESTIONS</b> <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> <li>● What are some healthy choices we can make to stay healthy?</li> <li>● Which influences impact my healthy behaviors and decisions?</li> <li>● What behaviors can I practice to help in disease prevention?</li> <li>● How will cardiovascular activities impact my respiratory and circulatory systems?</li> <li>● How can eating foods from all 5 food</li> </ul>	

<p><a href="#">CCSS.ELA-Literacy.RI.3.1</a> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers</p>	<p>groups everyday will keep us healthy</p> <ul style="list-style-type: none"> <li>• Humans have the greatest impact on the environment than any other animal in the world, and therefore have a duty and responsibility to care for it.</li> </ul>	<p>groups improve my health?</p> <ul style="list-style-type: none"> <li>• How can I make responsible decisions to keep myself and the environment healthy?</li> </ul>
<b>AcquisitionShould</b>		
<p><a href="#">CCSS.ELA-Literacy.RI.3.7</a> Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><a href="#">CCSS.ELA-Literacy.W.3.8</a> Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p> <p><a href="#">CCSS.ELA-Literacy.SL.3.1</a> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly.</p>	<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• The human body naturally defends itself against pathogens - skin, mucus, cilia, ear wax, stomach acid and immune system.</li> <li>• Allergies are connected to the function of the immune system.</li> <li>• There are many common food allergens.</li> <li>• anaphylaxis is a life threatening condition and requires an immediate response.</li> <li>• The human respiratory process works together with the circulatory system to keep the body healthy.</li> <li>• there are both healthy and unhealthy life choices and activities that will negatively affect the respiratory and circulatory systems.</li> <li>• Eating foods found on Myplate will</li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>• identifying and finding potentially dangerous foods for people who suffer from food allergies by reading food ingredient labels/lists.</li> <li>• how to handle an anaphylaxis emergency.</li> <li>• how to find their own pulse.</li> <li>• evaluating their own personal exercise response and adjusting their level of activity to meet their personal health goals. (I.E. move faster or work harder in order to elevate heart rate and breathing)</li> <li>• demonstrating healthy decision making as it relates to smoking and chewing tobacco products.</li> <li>• food safety procedures and the right way to store food.</li> <li>• choose healthy snack foods for school and at home.</li> </ul>

help to improve our overall wellness.

- There are several ways to keep food safe from pathogens.
- Reducing waste production at home and at school is important for a healthy environment.
- what a slogan is; how it is used and how to write one to help others improve their health habits.
- the effect smoking has on the Respiratory system.

- practicing and encouraging others to reduce, reuse and recycle everyday items in an effort to reduce the amount of waste and pollution humans currently produce.



## Stage 2 – Evidence

Code	Evaluative Criteria	Assessment Evidence
T, A	<ul style="list-style-type: none"> <li>• A successful student (detective) will be able to make safe food choices for peers with certain food allergies.</li> </ul>	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p><b>Food Allergies:</b>  <b>Goal/challenge - Ingredient List Detectives</b>  <b>Role</b> for student - Detective  <b>Audience</b> - peers  <b>Situation</b> - Investigating food Ingredient labels and packages  <b>Products</b> and performances - Detectives will be given food labels and ingredient lists and they must search and find all common allergens.  <b>Standards/criteria</b> for judging success - Successful completion of this task will demonstrate that students can identify common food allergens and demonstrate they know where to look for them on a food package/label.</p>
M, A	<ul style="list-style-type: none"> <li>• Greeting cards must be neat; contain at least 2 negative consequences of smoking; proper use of content specific vocabulary; artwork must show detail.</li> </ul>	<p><b>Respiratory Topic:</b>  <b>Goal/challenge</b> - Students will <b>create a greeting card</b> with a persuasive slogan and message to a loved one <b>to help them quit smoking</b>  <b>Role</b> for student - Author  <b>Audience</b> for student work - a loved one  <b>Situation</b> - Recall ways smoking can negatively impact our health  <b>Products</b> - Student will create the card and persuasive slogan and message  <b>Standards/criteria</b> for judging success - Persuasive slogan and message must contain at least 2 negative consequences of smoking and at least one positive impact of quitting</p>
T,A	<ul style="list-style-type: none"> <li>• Process must demonstrate proper use of strategy chosen; assertive communication must be clearly observed.</li> </ul>	<p><b>Conflict Resolution/Anti Bullying:</b>  <b>Goal/challenge</b> - Role play <b>how to stand up to a bully</b>  <b>Role</b> for student - Student will take on the role of bully target.  <b>Audience</b> for student work - peers  <b>Situation</b> - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria)</p>
T, A	<ul style="list-style-type: none"> <li>• Process must demonstrate proper use of strategy chosen; assertive communication must be clearly observed.</li> </ul>	<p><b>Conflict Resolution/Anti Bullying:</b>  <b>Goal/challenge</b> - Role play <b>how to stand up to a bully</b>  <b>Role</b> for student - Student will take on the role of bully target.  <b>Audience</b> for student work - peers  <b>Situation</b> - Age-appropriate bullying situation seen in elementary school venues (bus, recess, park, home, classroom, cafeteria)</p>

<p>T,A</p>	<ul style="list-style-type: none"> <li>● If a bullying situation is used, then additional steps of gathering friends must be observed.</li> <li>● Impact should be engaging for the observer; content should be accurate; neat writing and artwork should be present.</li> </ul>	<p><b>Products</b> and performances - students will perform a skit for peers  <b>Standards/criteria</b> for judging success - Students must demonstrate and <b>use 4 steps of conflict resolution, plus 1 additional step for managing a bully.</b></p> <p><b>Nutrition:</b>  <b>Goal/challenge</b> - Students will create a food vending machine that only provides snacks from each of the 5 food groups. To fill the vending machine students will learn how to navigate a food circular and make healthy choices  <b>Role for student</b> - artist/creator  <b>Audience for student work</b> - peers throughout the school  <b>Situation</b> - SWBAT successfully navigate a food circular and identify appropriate foods  <b>Products and performances generated by student</b> - Students will create a vending machine filled with healthy choice snacks from each food group  <b>Standards/criteria for judging success</b> - Vending machines must include 5 rows of foods with at least 4 food choices in each row.</p>
<p>T,M,A</p>	<ul style="list-style-type: none"> <li>● PSA should be clearly written, original and persuasive; artwork should clearly support the slogan; writing should be neat with minimal spelling errors.</li> </ul>	<p><b>Environmental Health:</b>  <b>Goal/challenge</b> - Advocate for our environment  <b>Role for student</b> - Become a Slogan author and clothing designer  <b>Audience</b> - Peers  <b>Situation</b> - Art Project  <b>Products and performances</b> - students will generate a PSA slogan that supports the 3 R's - Reduce, Reuse, Recycle in an effort to reduce the amount of trash people produce.  <b>Standards/criteria for judging success</b>- Final product must include an original persuasive slogan and supporting artwork on the front of a T-Shirt template.</p>

<p>M, A</p> <p>M</p> <p>M, A</p> <p>T, A</p>	<ul style="list-style-type: none"> <li>● clear and proper use of content specific vocabulary.</li> <li>● writing should be neat and chart organized and easy to read</li> <li>● Paper diaphragm should moved up and down freely depicting airflow through the human body</li> <li>● Each class poster must be neat; colorful; correct foods drawn in appropriate sections of myplate; responses added to the poster must agreed upon as a group and approved by the teacher</li> <li>● 4 steps to food safety should be clearly identified.</li> <li>● Students must recall specific details relating to the 4 food safety steps as well as how to be safe with leftover foods.</li> </ul>	<p>OTHER EVIDENCE:  <i>Students will show they have achieved Stage 1 goals by...</i></p> <p><b>Respiratory:</b></p> <ul style="list-style-type: none"> <li>● exit slip - explaining how the diaphragm allows breathing to happen</li> <li>● T-Chart and diagram labeling</li> <li>● Art project - cut and paste activity when successfully completed demonstrates how the respiratory works</li> </ul> <p><b>Nutrition:</b></p> <ul style="list-style-type: none"> <li>● <b>MyPlate Class poster</b> - Each group will represent a different food group and must complete a unique task (word search, word scramble, fill-in/word bank; crossword) Once task is complete, they will read their completed work to find the best answer to the EQ "Why is it important to eat from all 5 food groups?". The finished product will be a class MyPlate poster. In each section we will find important health benefits of eating foods from each food group as well as illustrations of food examples.</li> <li>● Food safety Do now review (Nourishinteractive or similar source)</li> <li>● <b>"How safe are you in the kitchen" Game Show</b> using Smartboard Spinning wheel with 7 categories listed. T will ask a question related to each category. students can answer or poll the audience for assistance.</li> </ul>
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## Stage 3 – Learning Plan

Code	<i>Pre-Assessment</i>	
<p>M, A</p> <p>M, A</p> <p>M, A</p>	<ul style="list-style-type: none"> <li>● To assess what students recall about germs and nutrition, they will complete a small group activity</li> <li>● Whole group discussion will allow me to identify what students know about the respiratory system</li> <li>● KWL charts will allow students the opportunity to share prior knowledge about exercise, the dangers of smoking and environmental health.</li> </ul>	
<p>M, A</p> <p>T, A</p> <p>T, M, A</p> <p>T, A</p> <p>T, A</p> <p>M, A</p>	<p><b>Disease Prevention:</b></p> <ul style="list-style-type: none"> <li>● Hear a read aloud of the book Body Battles (or other related text)</li> <li>● Students will use context clues and details from the story to recall 6 ways the human body defends itself from pathogen invaders.</li> <li>● Students will explore what happens to the immune system when certain allergens are present, using “Suzie Symptoms” by Kyle Dine or other related materials.</li> <li>● Students will practice identifying common allergens by connecting the written word to its image and then they will practice finding them in actual food ingredient labels.</li> <li>● After watching a Youtube video on a respiratory emergency involving anaphylaxis students will practice what to do if someone experiences an allergy emergency.</li> </ul> <p><b>Respiratory System:</b></p> <ul style="list-style-type: none"> <li>● Students will listen to a podcast and recall the parts and function of the respiratory system.</li> </ul>	<p>Progress Monitoring</p> <ul style="list-style-type: none"> <li>● Teacher (T) will provide the story and read out loud or find an audio book to share monitor student responses to the story</li> <li>● T will provide a fun activity for students to complete that will reveal the 6 ways the human body defends itself from germs.</li> <li>● T will use Smart Board and guide students in a whole group setting discussion.</li> <li>● T will provide video and emergency situations. T will facilitate whole group conversations.</li> <li>● T will provide access to the Podcast or similar source and guide discussion.</li> <li>● T will provide an exemplar of the finished product and provide step by step instructions.</li> <li>● T will lead the whole group discussion and keep track of answers on a master T-chart.</li> </ul>

M, A	<ul style="list-style-type: none"> <li>● Students will construct a paper representation of the Respiratory System demonstrating how the diaphragm aids breathing.</li> </ul>	<ul style="list-style-type: none"> <li>● T will cue the video and pause for Q&amp;A as needed.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>● Students will work with a partner to complete a T-Chart exploring what is good and bad for the lungs.</li> </ul>	<ul style="list-style-type: none"> <li>● T will provide one on one guidance to find heart rate and provide a class size chart to help interpret the numbers.</li> </ul>
M	<ul style="list-style-type: none"> <li>○ <b>Physical Activity</b> -</li> <li>● Students will watch a brainpop video to answer the question why exercise is good for me?</li> </ul>	<ul style="list-style-type: none"> <li>● T will use SmartBoard presentation to guide discussions and ask guiding questions as conclusions are drawn.</li> </ul>
T, M, A	<ul style="list-style-type: none"> <li>● After learning how to take a pulse, students will perform an experiment to find out how the body responds to varying levels of exercise difficulty. They will draw conclusions to help them identify the appropriate level of difficulty that will help to improve one's health.</li> </ul>	<ul style="list-style-type: none"> <li>● T will cue the video and ask guiding questions to ensure comprehension of key points.</li> </ul>
M, A	<p><b>Dangers of Smoking and chewing Tobacco:</b></p> <ul style="list-style-type: none"> <li>● Students will view a brainpopjr video (or similar video) and discuss dangers of smoking with peers in a turn and talk.</li> </ul>	<ul style="list-style-type: none"> <li>● T will provide the incomplete story and word bank.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>● Students will complete a story that is missing key words - a word bank will be provided to differentiate the activity.</li> </ul>	<ul style="list-style-type: none"> <li>● T will provide the scenarios and facilitate whole group discussion as groups present their situations and opinions.</li> </ul>
T, M, A	<ul style="list-style-type: none"> <li>● Practice decision making skills using real-world, age appropriate scenarios.</li> </ul>	<ul style="list-style-type: none"> <li>● T will provide clean straws for each student and ensure student safety during activity.</li> </ul>
M, A	<ul style="list-style-type: none"> <li>● Students will conduct an experiment with small straws to experience how it feels to breathe with sick lungs damaged by smoking.</li> </ul>	<ul style="list-style-type: none"> <li>● T will provide the supplies; and use guiding questions</li> </ul>

<p>M</p> <p>M</p> <p>T</p> <p>T, A</p> <p>T, A</p> <p>M</p> <p>M, A</p> <p>M, A</p> <p>T, A</p>	<p><b>Nutrition:</b></p> <ul style="list-style-type: none"> <li>Students will engage in an online interactive presentation (healthteacher.com or similar source), which will review the major concepts of 5 food groups and benefits of eating a variety of foods from all groups</li> <li>Students will read and interpret a chart to answer questions related to the purpose, use in the body and food sources for each of the 5 food groups.</li> <li>Students will self-reflect and evaluate personal eating habits in order to establish one healthy eating goal.</li> <li>Students will watch a video about food safety and complete the comprehension activity to reveal 4 tips to food safety. (brainpop or similar video)</li> <li>Students will practice decision making skills as it relates to healthy choices, food safety and potential food allergens in small groups with “What would you do?” situations.</li> </ul> <p><b>Environmental Health:</b></p> <ul style="list-style-type: none"> <li>Students will listen to a read aloud of The Lorax, Michael Recycle Meets Litterbug Doug, or other similar text.</li> <li>Evaluate the shopping lists of two different families and decide which list is kinder to the environment. Students will explain their findings, and rework the list that needs improvements.</li> <li>Students will view a brief video from Health for Children (Schlessinger Media DVD Collection) or other related title.</li> </ul>	<ul style="list-style-type: none"> <li>T will cue interactive presentation and choose participants.</li> <li>T will provide the chart and questions.</li> <li>T will provide the reflection and healthy eating goal sheet.</li> <li>T will cue up Brainpop Jr. or similar sources.</li> <li>T will provide the situations. (Learning ZoneXpress flashcards or similar source).</li> <li>T will read the story or find an audiobook and will generate thought provoking questions in advance to guide discussions and make real-world connections.</li> <li>T will use Smartboard presentations and provide video for viewing.</li> <li>T will guide lessons and provide magazines, and facilitate discussions.</li> </ul>
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## Unit 2 Recommended Resources:

### Books:

- [The Lorax](#)
- [Michael Recycle Meets Litterbug Doug](#)

### Videos:

- [BrainPopjr.com](#)
  - Smoking
  - Food Safety
- [Anaphylaxis](#)
- Health for Children Video Series:
  - Personal Health - Physical Activity
  - Nutrition
  - Environmental Health